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ABSTRACT

These materials are intended to support teachers in the selection of quality text from the full range included in England's National Literacy Strategy Framework for Teaching for Years 5 and 6. The materials contain examples of how to use the suggested text in reading and writing across the "Literacy Hour." Some of the text types suggested for use in Year 5 are: novel by significant children's author; traditional story; and novel from another culture; text types suggested for use in Year 6 are: classic fiction; autobiography; fantasy worlds; comparing two versions of a fantasy theme; and reference texts linked to ICT (Information and Communications Technology). (NKA)

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Quality Text to Support the Teaching of Writing: Years 5 and 6.

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CS 511 713

Quality text to support the teaching of writing

document page

Description

These materials support teachers in the selection of quality text from the full range included in the NLS *Framework for teaching* for Year 5 and 6. There are examples of how to used the suggested text in reading and writing across the Literacy Hour.

Audience: Teachers of Year 5 and 6 pupils
Date of issue: January 2001

How to order

These materials are only available on this web site.

Downloads

Y5T1 Room 13

Novel by a significant author
[91k: 1 min]

Y5T2 Sir Gawain & the Loathly Lady

Traditional story
[111k: 1 min]

Y5T3 Journey to Jo'burg

Novel from another culture
[113k: 1 min]

Y6T1 Moby Dick

Classic fiction
[15k: 1 min]

Y6T1 Coming to England

Autobiography
[19k: 1 min]

Y6T1 Out of India

Autobiography
[19k: 1 min]

Y6T2 The Wedding Ghost

Fantasy worlds
[19k:1 min]

Y6T2 The Watertower

Fantasy worlds
[126k: 1 min]

Y6T3 King Midas

Related Items

Year 6 Booster Units

Year 5 Booster Units

Teaching writing: Support material for text level objectives

Year 6 Planning Exemplification 2001-2002

Literacy Across the Curriculum: strand tracker

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Comparing two versions of a fantasy theme
[125k: 1 min]

Y6T3 Encarta

Reference texts - linked to ICT
[125k: 1 min]

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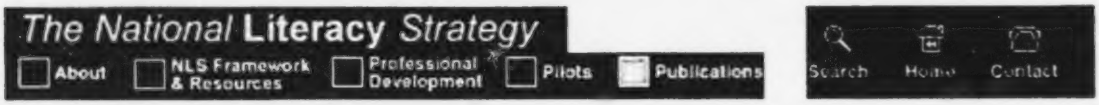

Quality text to support the teaching of writing

Introduction to Quality Text

Introduction to Quality Text

download/order

Related Items

Year 6 Booster Units

Year 5 Booster Units

Teaching writing: Support material for text level objectives

Year 6 Planning Exemplification 2001-2002

Literacy Across the Curriculum: strand tracker

These materials support teachers to select quality texts from the full range included in the NLS Framework for teaching for Y5 and Y6, and provide worked examples on their use in linking reading and writing across the literacy hour. This is the first instalment of materials, which teachers and Literacy Consultants will develop and add to over time.

As the materials develop the web site will also include opportunities for teachers to feedback on lessons and contribute other worked examples.

Text range indicated in the NLS *Framework for teaching*

Year 5 Term 1	Year 5 Term 2	Year 5 Term 3
Novel by a significant author *Room 13* by Robert Swindells	**Traditional story** *Sir Gawain & the Loathly Lady* retold by Selina Hastings	**Novel from another culture** *Journey to Jo'burg* by Beverley Naidoo
News Report	**Non-chronological report**	**Persuasive writing**
Instructional text	**Explanatory text**	**Reference text**

Year 6 Term 1	Year 6 Term 2	Year 6 Term 3
Adaption of a Shakespeare play	**Fantasy worlds** *The Watertower* by Gary Crew *The Wedding Ghost* by Leon Garfield	**Comparing two versions of a fantasy theme** *King Midas*
Classic fiction *Moby Dick* retold by Geraldine McCaughrean	**Discussion text**	**Explanation - linked to science or maths**
Autobiography *Coming to England* by Floella Benjamin *Out of India* by Jamila Gavin	**Formal - public information document**	**Reference text - linked to ICT** *Encarta* CDROM

The use of extracts exemplified in these materials should be supplemented by opportunities for pupils to read complete texts. Longer sustained reading can be included as part of:

- Guided reading

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- Independent reading in the literacy hour
- Independent reading at other times
- Sharing a class text.

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Outline of the materials

Each example is presented in a common format and illustrates the links with key writing targets, teaching objectives and opportunities in the literacy hour.

The heading identifies the year group and text type identified for the example.

Key writing targets

Spelling Style: language effects Style: sentence construction Punctuation Purpose and organisation Process	These are drawn from the *Illustrative Targets for Writing* leaflet which was given to all schools in the autumn term. The targets identify key aspects of writing that need to be addressed to raise standards, and cover all the elements that contribute to effective writing. In each worked example, several targets have been clustered together to generate a coherent and logical unit of work.

Selected NLS *Framework* objectives

Word Sentence Text	The objectives are drawn from the NLS *Framework* and are selected to meet the identified targets under the word, sentence and text level strands.

Selected text

Text Author	Each text has been carefully selected to meet the desired objectives and writing targets. The chronology of this process is important. The targets and objectives come first and an appropriate high quality text is located to meet the purpose. Accompanying each text is a short description of the key features and reasons for its selection.

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Teaching opportunities to address key targets within the structure of the literacy hour

Ideas and suggestions in this section illustrate ways in which the text can be used as the basis for a single lesson, or, more probably, a sequence of lessons. The aim should be to encourage pupils to 'read with a writer's eye', and to provide high quality models of specific types of fiction and non-fiction as the starting point for developing the pupils' own writing of similar texts.

Shared whole class work	Includes examples of how shared class work can be used to deliver the key objectives. During this phase of the lesson the teacher may work towards writing, reading and word level objectives. She will include shared whole class reading and writing and whole class grammar and spelling activities to meet her objectives.
	Includes examples of how pupils are supported

Independent work	to extend their independence, applying and consolidating their learning in a range of meaningful activities, which are directly linked to the whole class work. A teacher's selection of appropriate activities will depend on careful assessment of the needs of the class and groups of pupils within the class. On occasions the whole class might work independently on the same activity, appropriately differentiated. Another option is to set different activities for different groups of pupils; the suggestions here will guarantee that all are focused on the key targets.
Extension, consolidation, homework tasks	Includes a range of activities to support pupils in follow up work which will ensure their learning is consolidated and applied in a range of contexts. The aim is to develop flexibility in their understanding and growing security in their independent skills.

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Reading complete text

Suggested texts to support independent reading are included in (insert QCA reference) and further materials will be listed in a publication *Texts to support reading at KS2* which is being developed by the Institute of Education working in partnership with the NLS.

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Raising Standards D/EE

The National Literacy Strategy ▣ Quality Texts

Y5T1 text type: novel by significant children's author

Key writing targets

- Use well-chosen phrases and vocabulary to engage the reader.
- Write using direct and reported speech.
- Use setting to create and reflect changes in mood.
- Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action mood or person.

Selected framework objectives

Word	Sentence	Text
(10)to use adverbs to qualify verbs in writing dialogue e.g. *timidly, gruffly, excitedly* using a thesaurus to extend vocabulary.	(7) from reading, to understand how dialogue is set out . . . (5) to understand the difference between direct and reported speech through: ▮ Finding and comparing examples from reading. ▮ Discussing contexts and reasons for using particular forms and their effects. ▮ Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.	(15)to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.

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Selected text

Text	Author
Room 13 Extract: Chapter 1 (pp. 9–12)	Robert Swindells

Published by Yearling Books **ISBN 0440864658**

Reason for text choice:

The author wrote this book after accompanying a group of schoolchildren on a residential trip to Whitby. It engages the reader in a 'scary' yet credible sequence of events, strengthened by the location which is also the backdrop for the author's exploration of relationships and preoccupations typical of a group of 10/11 year olds.

Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work	▮ Read the text. Map how tension is built and reduced using the device of a dream – and waking from a dream. ▮ Identify use of paragraphs to shift scenes and propel Fliss from the road to the gate, to the house, to the stairs, to the room. ▮ Identify use of dialogue as another device to make a shift in time, scene and action. ▮ Consider the impact that *reported* rather than *direct speech* would have had on the power of the scene featuring Fliss and her mother. ▮ Discuss the absence of reporting clauses in the dialogue between Fliss and mum.
Independent work	▮ Create dialogue between Fliss and the '*mysterious voice*'. ▮ Use adverbs to qualify the verbs chosen in the dialogue between Fliss and the '*mysterious voice*'. Make use of a thesaurus to broaden the range of choices. ▮ Rework the dream scene in which Fliss is accompanied by a confident friend. ▮ Identify and compile the words and phrases that create the mood/tone of the piece. Use in own writing.
Extension, consolidation, homework tasks	▮ Collect adverbs to contribute to a class word-bank for use in writing dialogue. ▮ Take a section of dialogue from the novel to rework using reported speech. Evaluate the impact of the change. ▮ Rewrite the dialogue between mum and Fliss in which mum forbids Fliss to go to Whitby yet Fliss badly wants to go.

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The National Literacy Strategy

■ Quality Texts

Y5T2 text type: traditional story

Key writing targets

- Map text structure and lines of development
- Suggest insights into character development through describing how characters look, react, talk and behave, rather than by telling the reader.
- Use well chosen phrases and vocabulary to engage the reader.
- Write complete sentences, selecting and using a wide range of subordinators.

Selected framework objectives

Word	Sentence	Text
(11)to explore onomatopoeia collect, invent and use words whose meaning is represented in their sounds, e.g. splash.	(8) to construct sentences in different ways while retaining meaning; (5) to use punctuation effectively to signpost meaning in longer and more complex sentences.	(11)to write own version of legends, myths and fables, using structures and themes identified in reading.

Selected text

Text	Author
Sir Gawain and the Loathly Lady Published by Walker Books **ISBN 07445 078 04**	Retold by Selina Hastings

Reason for text choice:

A well written retelling of this engaging traditional tale. The text is rich in descriptive vocabulary and the effective use of complex/compound sentences. The theme of the book engages pupils and leads to productive discussion. Characters are created and developed using a variety of literary techniques, providing a clear model for pupils' own writing.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work	▮ Read text and map plot structures: opening, problem, developments, climax, resolution. ▮ Alternatively, break the reading before the resolution, discuss possible endings. ▮ Identify use of incident dialogue and action to give insights into character of King Arthur. ▮ Collect examples of complex sentences from the text and discuss use of comma to signal subordination. ▮ Collect examples of onomatopoeia from text and discuss impact on the reader.
Independent work	▮ Use plot structure and theme identified to plan own traditional story or to rework in modern version. ▮ Following discussion of possible endings, plan own version of ending, and tell orally in plenary. ▮ Different groups take a character each (Sir Gawain, Arthur, the Loathly Lady), and then write short paragraph using incident, dialogue and action to give insights into main characters. ▮ Generate onomatopoeic words for use in own writing.
Extension, consolidation, homework tasks	▮ Homework: inserting clauses into simple sentences by taking sentences from the text and through innovation create compound and complex sentences to use in own traditional tale. ▮ Draft own ending based on plan from independent work. ▮ Identifying theme of Sir Gawain, and use as basis of own tale. ▮ Character descriptions of minor characters to include in ongoing narrative. ▮ Collect onomatopoeic words from other sources.

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The National Literacy Strategy ▣ Quality Texts

Y5T3 text type: novel from another culture

Key writing targets

- Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.
- Write complex sentences, selecting and using a range of subordinators.
- Make more use of commas to support items in a list, clauses or phrases.

Selected framework objectives

Word	Sentence	Text
(13)Compile own class/group dictionary using personally written definitions.	(6) To investigate clauses through: ▮ identifying the main clause in a long sentence; ▮ investigating sentences containing more than one clause; ▮ understanding how clauses can be connected.	(1) Investigate texts from different cultures considering patterns of relationships, social customs, attitudes and beliefs: ▮ identify these features with reference to the text; ▮ consider and evaluate these features in relation to their own experience.

Selected text

Text	Author
Journey to Jo'burg	Beverley Naidoo

Published by Collins **ISBN 0 00 672693 3**

Introduce text by first examining p.41 (*As Mma led . . . to stop*)

Reason for text choice:

The text describes a physical and spiritual journey which reveals and explores issues about apartheid giving children some insight into the experiences undergone by those who grew up in South Africa during that regime. The story is simply told with chapters alternating, broadly, between hope and despair.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work	▮ Without prior knowledge of the book read page 41 and explore children's perceptions of relationships, customs, attitudes. Compare with own experience. ▮ Identify culturally significant words, phrases and references and discuss. ▮ Consider the insights which can be gained about each of the characters from their behaviour. ▮ Select the few complex sentences in the passage. Identify the main clause and examine how clauses are connected. ▮ Examine use of commas in the passage to separate clauses and phrases.
Independent work	▮ Rewrite the passage on page 41 creating dialogue and expanding the action to provide further insights into characters' feelings and reactions. ▮ Identify and collect words/phrases from the story that relate to the cultural context of the book. ▮ Expand selected sentences by inserting relative clauses and punctuating accurately.
Extension, consolidation, homework tasks	▮ Working with the few complex sentences in the passage, investigate the effects to be gained from changing the order of the clauses. ▮ Write a description of own bedroom seen through the eyes of a visitor. Include listed items and adjectival/adverbial phrases for detail, punctuating accurately within the sentence. ▮ Compile personally written definitions of culturally significant words/phrases from the story for a class 'Jo'burg Dictionary'

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Year 6 Term 1
Text type: Classic Fiction

Key writing targets

- Keep writing lively, to interest the reader through, for example, the ways in which characters or events are developed and commented upon.
- Write sentences in an appropriate and effective style, in relation to text type, audience and purpose.
- Write with appropriate pace.
- Begin to make use of other punctuation marks such as the semi-colon.

Selected *Framework* objectives

Word	Sentence	Text
W8. To research the origins of proper names, e.g. *surnames*.	S2. To revise earlier work on verbs and to understand the terms *active* and *passive*. S6. To secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets.	T2. To take account of viewpoint in a novel through: - identifying the narrator; - explaining how this influences the reader's view of events; - explaining how events might look from a different point of view. T8. To summarise a passage, chapter or text in a specified number of words. T9. To prepare a short section of story as a script, e.g. *using stage directions, location/ setting*.

Selected text

Text	Author
Moby Dick Extract: Chapter 8 *Bad Omens* pp 73-74 Published by Oxford University Press **ISBN 0 19 274156 X**	Retold by Geraldine McCaughrean Illustrated by Victor G. Ambrus

Reason for text choice

This is an accessible and beautifully crafted re-telling of the classic tale. The writer uses language in very particular ways to create descriptions of sailing and the sea, which in their rhythm mirror the movements of the water, the rise and fall of the waves.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work

Reading

- Read text identifying the way in which the first paragraph sets the scene, engineering a change in mood and atmosphere from calmness to chaos. Note how the change is crafted within the second sentence, which moves from languorous images to ones of violent disturbance.
- Examine use of active verbs and images of movement in achieving this effect. Note how the rhythm of this sentence mirrors the movement of the sea as it changes from gentleness to discord and builds to a crescendo.
- Consider paragraph two and how characters are introduced following the description of the setting. The characters' different attitudes to the storm are described through actions and dialogue as well as by the narrator's comments.
- Examine how the pace of the writing is controlled by variation in sentence length as well as by the use of a range of punctuation devices to create pauses of different length.

Writing

- Demonstrate re-writing the passage changing the point of view to that of another character, e.g. Stubb who is '*not brave*', or Ahab who exults in the storm. Use devices identified in shared reading to control pace (e.g. *variety of sentence length; range of punctuation*). Ensure the new narrator comments on characters and events in ways which will interest the reader.
- Demonstrate writing a passage modelled on the one read, but depicting a different setting. Use the same opening phrase and the final sentence of the original to 'frame' the new episode. In this way, take the character through high tension to a state of relief. While constructing the episode, change the tone of the piece by changing sentence type, so that the tone is at times questioning and exclamatory. Personify the setting.
- Use supported composition and scribing to revise writing using the stylistic devices identified in *Bad Omens* which help keep the writing lively, e.g. *images of movement, an accumulation of active verbs, a simile for the first sentence*.

Independent work

- The text extract presents a first person account of events. Re-write the passage changing the point of view to that of another character, e.g. Stubb who is '*not brave*', or Ahab who exults in the storm. Use devices identified in shared reading to control pace (e.g. *variety of sentence length; range of punctuation*). Ensure the new narrator comments on characters and events in ways which will interest the reader.
- Look at the opening scene from Shakespeare's *The Tempest*. Consider the different ways in which the setting is conveyed. Write an opening paragraph, describing setting, in the style of *Bad Omens* but based on *The Tempest*. Use the stylistic devices identified in *Bad Omens* which help keep the writing lively, e.g. *images of movement, an accumulation of active verbs, a simile for the first sentence*.
- Revise own/writing partner's passage drawing on process demonstrated in shared writing.

Extension, consolidation, homework tasks

- Summarise the events of the extract in a given number of words.
- Transpose the extract from *Bad Omens* into a playscript using the appropriate conventions, e.g. stage directions, location/setting. Evaluate the impact of this change in text type. What is more/less powerful?
- Research the origins of surnames, e.g. those deriving from a place name (*Stafford*), those representing an occupation (*Cook*), those expressing kinship (*Robertson*).

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Year 6 Term 1
Text type: Autobiography

Key writing targets

- Relate events logically so that writing is coherent and provides good coverage of the main topic.
- Use a range of different connectives to write coherently.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of the writing.
- Begin to make use of other punctuation marks such as the semi-colon.

Selected *Framework* objectives

Word	Sentence	Text
W6. To investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives.	S2. To investigate connecting words and phrases: ▮ collect examples from reading and thesauruses; ▮ study how points are typically connected in different kinds of text; ▮ classify useful examples for different kinds of text - for example, by position (*besides, nearby, by*); sequence (*firstly, secondly*...); logic (*therefore, so consequently*); ▮ identify connectives which have multiple purposes (e.g. *on, under, besides*). S6. To secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets.	T14. To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g., ▮ preparing a CV; ▮ composing a biographical account based on research; ▮ describing a person from different perspectives, e.g. *police description, school report, newspaper obituary*.

Selected text

Text	Author
Coming to England Extract: pp. 67-71 Published by Puffin Books **ISBN 0140380817**	Floella Benjamin

Reason for text choice

Coming To England describes the author's initial excitement about, and anticipation of, a journey bringing her from the warmth of her life in Trinidad to England. Her memoir describes vividly her shock at both the cultural and racial differences she subsequently encounters.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work

Reading

- Read text. Identify the features characteristic of autobiographical writing.
- Examine how the text is organised across its five paragraphs; using subject links of the weather and the narrator's feelings. Finally, the weather becomes a metaphor for the narrator's change in attitude.
- Identify the range of time connectives used to relate events to each other coherently.
- Examine the range of punctuation devices used to control the pace of the text and to construct a range of sentence structures.
- List the stylistic devices used by the writer, such as short sentences for impact, similes, comments in parenthesis, precise details of description, powerful verbs, variety of sentence openings.
- Collect adverbial words/phrases from the text to display and later use in independent writing.

Writing

- Write in biographical or autobiographical role to create a distinctive voice.
- Demonstrate re-writing of the fourth paragraph in the third person using relative clauses to describe characters and/or the weather
- Demonstrate text cohesion by planning paragraph content of an autobiographical account of a memorable class event, making clear subject links *between* them.
- Use supported composition and scribing to begin an autobiographical account of a memorable class event.
- Demonstrate revision of selected pupils' writing drawing on stylistic devices identified in Shared Reading, e.g. *parenthetic comment, short sentences for impact, descriptive detail using noun phrases and adjectival phrases.*
- Use supported composition to involve pupils in revision of selected pupils' writing drawing on stylistic devices identified in shared reading.

Independent work

- Re-write the fourth paragraph in the third person using relative clauses to describe characters and/or the weather.
- Write an autobiographical account of a memorable event, school trip or visit. Ensure text cohesion is achieved by planning paragraph content carefully and making clear the subject links *between* them. Use time connectives to further support the sequence, taken from the class compilation where appropriate.
- Revise writing, drawing on the stylistic devices identified in shared reading, e.g. *parenthetic comment, short sentences for impact, descriptive detail using noun phrases and adjectival phrases.*
- Re-write a paragraph in the third person using relative clauses to describe characters.
- Complete an account of a memorable class event based on the plan from shared writing. Use time connectives, taken from the class compilation where appropriate, to further support the sequence. Incorporate adverbial words/phrases from text collected in shared reading.
- Revise own/writing partner's account drawing on process demonstrated in shared writing.

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Extension, consolidation, homework tasks

- Take the sentence from paragraph two (*The cold, sooty air seeped into my lungs and made me cough; it tasted horrible.*) which features a semi-colon. Use it as a model to generate further sentences drawing on ideas from the text, e.g.; *The dazzling snow carpeted the landscape; it looked beautiful.*
- Write a critical commentary on the extract by Floella Benjamin. Summarise its content, remark upon her use of language and style and consider its impact on a personal level.
- Collect examples of connectives from reading. Classify (e.g. *time, sequence, addition*).

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Year 6 Term 1
Text type: Autobiography

Key writing targets

- Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation and figurative language to contribute to the effectiveness of the writing.
- Begin to make use of other punctuation marks such as the semi-colon.

Selected *Framework* objectives

Word	Sentence	Text
W10. To understand the function of the etymological dictionary, and use it to study words of interest and significance.	S6. To secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets.	T14. To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g., ▮ preparing a CV; ▮ composing a biographical account based on research; ▮ describing a person from different perspectives, e.g. *police description, school report, newspaper obituary.*

Selected text

Text	Author
Out of India	Jamila Gavin

Published by Hodder Children's Books
ISBN 0340854626

Reason for text choice

Jamila Gavin's story of her Anglo-Indian childhood is a personal recollection of adjusting from life in rural India to a new home and school in England during World War II. Immensely proud of her Indian-British heritage, she describes and explores the challenges and adventures of growing up in two highly contrasting countries.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work

Reading

- Read text. Identify the features characteristic of autobiographical writing. Note the strength of personal comment and opinion which helps create a *distinctive voice*.
- Chart how events are propelled at a rapid pace, by a change of focus in each paragraph.
- Examine stylistic features such as short sentences used for impact; precise details of description; powerful verbs; striking vocabulary choices; instances where 'patterning of three' creates a distinct rhythm (e.g. *cuffed and strapped and whacked*); repeated words.
- Examine variation of sentence openings, e.g. in paragraph two (*I seemed to find...*) each sentence starts with a pronoun. In paragraph three there is much wider variation. This contributes to the interest and vigour of the writing.
- Collect adverbial words and phrases from the text to display and then use in independent writing.

Writing

- Take the second sentence of the extract (*Once more... have life*). Use as a model for supported composition, imitating the sentence (e.g. *personification; accumulation of verbs; use of semi-colon*). Use the third sentence in same way (e.g. *featuring a colon and a 'list'*). Scribe results reflecting on the successful choices which create a distinctive voice.
- Model re-writing a paragraph in the third person and explain intended effect on the reader.
- Model an account of a memorable event or journey, using supported composition for some of the stylistic features identified above (e.g. *short sentences for impact; adventurous and precise vocabulary; personal comment*). Evaluate and revise writing against the class list of devices.

Independent work

- Re-write a paragraph in the third person and consider the effect on the reader as demonstrated in shared writing.
- Write an autobiographical account of a memorable event or journey, using some of the stylistic features identified demonstrated in shared writing (e.g. *short sentences for impact; adventurous and precise vocabulary; personal comment*). Evaluate and revise writing against the class list of devices.
- Take the second sentence of the extract (*Once more... have life*). Use as a model for sentence imitation (personification; accumulation of verbs, use of semi-colon). Use the third sentence in same way (e.g. *featuring a colon and a 'list'*).

Extension, consolidation, homework tasks

- Expand short and simple sentences based on the text, by adding clauses, adverbial or adjectival phrases.
- Create similes to describe ideas featured in the text (e.g. *dozens of boats/ ropes tossed up/ barriers went up*).
- Use an etymological dictionary to study words of interest taken from the text, e.g. *bazaar*.

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The National
Literacy *Strategy*

■ Quality Text

Year 6 Term 2
Text type: Fantasy Worlds

Key writing targets

- In narrative, create characters... building characterisation through action, description and characters' responses.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of the writing.
- Begin to make use of other punctuation marks such as the semi-colon.

Selected *Framework* objectives

Word	Sentence	Text
W7. To understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without.*	S3. To revise work on complex sentences: ▮ identifying main clauses; ▮ ways of connecting clauses; ▮ constructing complex sentences; ▮ appropriate use of punctuation.	T2. To analyse how individual paragraphs are structured in writing, e.g. *comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force.* T8. To analyse the success of texts and writers in evoking particular responses in the reader, e.g. *where suspense is well built.* T10. To use different genres as models to write, e.g. *short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language.*

Selected text

Text	Author
The Wedding Ghost	Leon Garfield
Extract: pp. 36-37	Illustrated by Charles Keeping
Published by Oxford University Press	
ISBN 0192723952	

Reason for text choice

The book is a short fantasy story of extraordinary imaginative appeal. The plot shifts in timescale, with the main character being transposed to the story of *The Sleeping Beauty*. The language is rich in imagery, triggering many echoes and resonances for the reader of well-known fairy tales. As a result, the story operates on a number of different levels and is highly accessible, drawing as it does on children's early reading repertoire.

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work

Reading

- Read the text. Chart how tension is built and reduced by identifying and listing the devices used by the writer to evoke a feeling of suspense, e.g. *short, punchy sentences, ellipsis, alliteration, figurative language, repeated words/phrases, adverbial words/phrases*. Note how suspense is also built from one paragraph to another by changing sentence type (e.g. *using statements, exclamations and questions*). A sense of mystery is reinforced by repeated use of questions. These also chart the shifting thoughts and uncertainty of the main character and draw the reader into the landscape of the passage. The use of exclamations results in a highly emotional tone, again reflecting the character's state of mind.
- There is significant use of figurative language in this passage. Consider the impact of similes and personification, in particular, establishing a strong sense of setting. To what extent is the forest actually *a character*?
- Take opening sentence. Examine its structure. Change clause order. Is it more or less powerful when headed by the non-finite verb *Filled...*? Re-structure the final sentence in the passage so that it also starts with a non-finite verb. Evaluate effect.
- Examine the range of punctuation devices used and the impact they have on the pace of the reading.

Writing

- Use supported composition to consider and evaluate the effect on a reader of changing the clause order of the first sentence. Consider whether the first sentence is more or less powerful when headed by the non-finite verb *Filled....* Use supported composition to re-structure the final sentence in the passage so that it also starts with a non-finite verb and evaluate the effect.
- Demonstrate writing a passage modelled on the one read, but depicting a different setting.
- Use the same opening phrase (*Filled with horror and dread...*) and the final sentence of the original to 'frame' the new episode. In this way, take the character through high tension to a state of relief. While constructing the episode, change the tone of the piece by changing sentence type, so that the tone is at times questioning and exclamatory. Personify the setting. Consider the effect on the reader.
- Use supported composition and scribing to revise writing using a range of punctuation devices to control the pace.

Independent work

- Write a passage modelled on the one read, but depicting a different setting. Use the same opening phrase (*Filled with horror and dread...*) and the final sentence of the original to 'frame' the new episode. In this way, take the character through high tension to a state of relief. While constructing the episode, change the tone of the piece by changing sentence type, so that the tone is at times questioning and exclamatory. Personify the setting.
- Evaluate the quality of the writing against the list of devices for creating suspense, compiled and displayed in the classroom from shared reading.
- Use specific criteria for revising writing (e.g. *range of punctuation devices to control pace*).

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Extension, consolidation, homework tasks

- Re-work the original passage, inventing a companion for the main character so that there is a shared exploration of the forest. Think about use of action, description and dialogue to portray different characters.
- Collect examples of adverbial words/phrases from the text and/or wider reading, and classify according to time/manner/place. Contribute these to a class collection to be used in writing.
- Collect examples of words with changed usage, e.g. *wicked, cool, surf, peal, gross*.

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The National Literacy Strategy

Quality Texts

Y6T2 text type: fantasy worlds

Key writing targets

- In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing.
- Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.
- Demarcate most sentences correctly with Yr. 5 range of punctuation making secure the use of the comma to demarcate grammatical boundaries and to separate elements of a sentence, such as phrases, clauses or items in a list.

Selected *Framework* objectives

Word	Sentence	Text
(6) To collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*. Referring to dictionary of proverbs and other reference materials.	(3) To revise work on complex sentences: ▮ identify main clauses; ▮ ways of connecting clauses; ▮ constructing complex sentences; ▮ appropriate use of punctuation.	(8) To analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well built. (10) To use different genres as models to write.

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Selected text

Text	Author
The Watertower	Gary Crew
1995 Children's Book Council of Australia	Illustrated by Steven Woolman
Picture Book of the Year **ISBN 1 86374 320 0** Published by ERA	
Reason for text choice:	
Very short manageable text suitable for many rereads with illustrations that tell their own story. The limited characters allow study of how authors create and change personalities and the super-natural genre is a good example of how an author builds up the tension and suspense. The ambiguity of the ending offers plenty of scope for discussion and follow-up writing.	

Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work	▮ Read the text and map out the plot structure, discuss alternative endings and the use of illustrations. ▮ Analyse characters. How do they change? Locate evidence from text. ▮ Investigate author's use of dialogue, action and description to create character. ▮ Make a list of devices the author has used to create suspense and tension. Use to model writing a suspense paragraph. ▮ Use sentences as a model to construct new sentences, move adverbials and discuss the use of punctuation.
Independent work	▮ Write own opening paragraph to a suspense story, set in a fantasy world, using 'prompts' from shared work. ▮ Write questions to ask the author or illustrator. ▮ Write section of dialogue to include actions to give insights into character. ▮ Manipulate 'model' sentences/simple sentences to insert clauses or move adverbials. ▮ Write possible proverbs to link the morals/themes in story or link 'real' proverbs to characters or story.
Extension, consolidation, homework tasks	▮ Continue own suspense story by writing next two paragraphs. ▮ Collect proverbs from home and write definitions. ▮ Write own version of the story or an alternative ending. ▮ Use own reading books to identify devices used by the authors to create suspense or locate clues to characters through action, description or dialogue. ▮ Insert clauses/adverbial phrases into simple sentences.

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Raising Standards DfEE

The National Literacy Strategy ▣ Quality Texts

Y6T3 text type: comparing two versions of a fantasy theme

Key writing targets

- In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses.
- Keep writing lively, to interest . . . the reader through the ways in which characters or events are developed and commented upon.
- Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.
- Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing.

Selected *Framework* objectives

Word	Sentence	Text
(7) To experiment with language, e.g. creating new words, similes and metaphors.	(4) To secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.	(6) To look at connections and contrasts in the work of different writers. (14) To write an extended story, worked on over time on a theme identified in reading.

Selected text

Text	Author
King Midas from *The Orchard Book of Greek Myths* Published by Orchard Books **ISBN 1 85 213 373 2** *Midas* from *Tales from Ovid* Published by Faber and Faber **ISBN 0 571 191037**	Retold by Geraldine McCaughrean Ted Hughes
Reason for text choice: Geraldine McCaughrean's retelling is in simple prose which allows easier access to the more poetic version by Ted Hughes. The stories, although similar, vary in their sequence of events and Hughes' version is a more sophisticated tale which remains true to the legend written by Ovid in the time of the Roman Emperor Augustus.	

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Teaching opportunities to address key targets within the structure of a literacy hour

Shared whole class work	▮ Read both texts and map out key characters and the sequence of events. ▮ Compare character of Midas in both versions by locating evidence from the text. Identify each author's use of action, description and dialogue. ▮ Collect examples of figurative language from Ted Hughes' version. Discuss the effects on reader. Use McCaughrean's version to write similes and metaphors then extend them and discuss the impact it has on the reader. ▮ Analyse long and short sentences and use as a model to construct new sentences. Move adverbials and discuss use of punctuation. Discuss the effects on the reader.
Independent work	▮ Create new similes and metaphors from clichés collected as a class. Extend similes and metaphors to enhance descriptions. ▮ Plan a similar extended story based on the theme of 'metamorphoses'. ▮ Write a section of dialogue that gives insight into character, to include description and action between Midas and his son after he has been brought back to life. ▮ Annotate whole or sections of text locating the use of the senses and compare.
Extension, consolidation, homework tasks	▮ Use the theme of 'metamorphoses' as an idea for extended story using the basic sequence of events from *Midas*. ▮ Collect examples of simile/metaphor from home (adverts, clichés, news, own books, etc.). ▮ Comment on the effects of the authors' use of figurative language in their own reading books. ▮ Plan an alternative version of events in Midas' story or add extra events.

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The National Literacy Strategy ▣ Quality Texts

Y6T3 text type: reference texts linked to ICT

Key writing targets

Use independent spelling strategies, including using dictionaries and IT spell checks;

- write sentences in an appropriate and effective style, in relation to text type, audience and purpose;
- in non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader.

Selected *Framework* objectives

Word	Sentence	Text
(3) to use independent spelling strategies, including using dictionaries and IT spell checks.	(1) to revise the language conventions and grammatical features of the different types of text such as reports, explanations.	(17)to appraise a text quickly and effectively, to retrieve information from it; to find information quickly and evaluate its value; (22)to select the appropriate style and form to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.

Selected text

Text	Author
Encarta (Microsoft CD-ROM) **Reason for text choice:** Typical CD-ROM based encyclopaedia suitable for KS2 children. Enables searches to be made for general and specific information and then information is easily retrievable for pasting into Word files. Most powerfully used in the context of non-fiction research process (see NLS *Training Module* 6). Thus an identified subject and purpose for writing needs to be planned e.g. a report on a national leader in World War II.	

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Using the literacy hour

Shared whole class work	▮ use large monitor or ICT suite to demonstrate how to access CD-ROM; ▮ brainstorm words for search based on current history/science topic e.g. World War II. Stalin, Hitler, Churchill, D-Day; ▮ show how key words can be used to identify long articles (e.g. W W II) and also using word search facility to identify specific references (e.g. D-Day). Also demo 'wizard' facility; ▮ remind pupils about using key word searches as a means of scanning, then the technique of highlighting relevant information followed by copying and pasting into a Word document; ▮ construct report/explanation writing frame together using word processor to structure information collected drawing on knowledge of structure and linguistic features of reports from range of information sources; ▮ model in shared writing how to structure and draft a report based on information from various sources, or how to select information from one source and restructure according to a different purpose or readership.
Independent work	▮ pupils use CD-ROM to enter key words, locate information about chosen subject and cut and paste information into Word document; ▮ pupils use writing frame, if necessary, to structure and draft report writing within a word processing document; ▮ pupils redraft and edit writing including using spell checker.
Extension, consolidation, homework tasks	▮ locate and collate information from other sources, including web-based searches, using search engines (e.g. www.Yahooligans.com); ▮ use online thesaurus (e.g. www.yourdictionary.com) whilst redrafting; ▮ print out hard copies of first draft for annotation before redrafting on screen.

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